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ABSTRACT

A report of the second and final year of the Intercultural Social Studies Project for Secondary Schools is presented. The project maintained a culture studies network of 103 teachers and their students from June 1972 to August 1974. Major activities and accomplishments included the design of more than 100 Fieldstaff Perspectives in booklet, photograph, map, and simulation games form as well as field testing within the project network. Materials were prepared to meet a variety of reading ability levels, conceptual comprehension levels, and interest levels. Staff leadership resulted in production and testing of materials, workshops for culture studies teachers, articles in professional journals and newsletters, and a model pedagogical framework for studying cultures. The appended framework for global cultural studies contains objectives for the Project and explains the assumptions for implementation of the inquiry-based instructional materials organized into multimedia units. SO 007 984 contains appendices with representative examples of project field test materials, project newsletters, participant application forms, and lists of participants, participant and evaluator responses, project policy committee members, project evaluators, and project staff. (Author/KSM)

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FINAL REPORT

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INTERCULTURAL SOCIAL STUDIES PROJECT

26 November 1974

SO 007 983

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- ABSTRACT -

During the 1972-1974 school years, the Intercultural Social Studies Project for Secondary Schools created and maintained a culture studies network involving 103 teachers and their students. More than 100 Fieldstaff Perspectives were designed in booklet, photograph, map, and simulation-games formats for field testing within the project network. Materials were prepared to meet a variety of reading ability levels (3-12), conceptual comprehension levels, and interest levels. Staff leadership resulted in the production and testing of materials, workshops for culture studies teachers, articles in professional journals, and newsletters, and a model or pedagogical framework for studying cultures. This was the second and final year of a two-year developmental project (June 1972-August 1974) initiated jointly by the American Universities Field Staff and the Institute of International Studies of the United States Office of Education.

FINAL REPORT

Contract No. OEC-0-72-3576

INTERCULTURAL SOCIAL STUDIES PROJECT

James M. Oswald, Principal Investigator
American Universities Field Staff
Hanover, New Hampshire

26 November 1974

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INTERCULTURAL SOCIAL STUDIES PROJECT

- FINAL REPORT -

Appendix A - A Pedagogical Framework for Global Cultural Studies

Appendix B - Representative Examples of Project Fieldtest Materials

Appendix C - Project Newsletters 1 through 11

Appendix D - Lists of Fieldtest Participants: Initial and Final

Appendix E - Representative Examples of Participant and Evaluator Responses

Appendix F - Project Participant Application Form

Appendix G - Lists of Project Policy Committee and Advisory Committee Members

Appendix H - List of Project Evaluators

Appendix I - List of Staff of the Intercultural Social Studies Project for Secondary Schools

INTERCULTURAL SOCIAL STUDIES PROJECT

AMERICAN UNIVERSITIES FIELD STAFF

- 1 June 1972 -- 31 August 1974 -

INTRODUCTION

Over a two-year period, the American Universities Field Staff and the Institute for International Studies of the United States Office of Education have provided support for an Intercultural Social Studies Project for Secondary Schools in the United States.

The objectives were two:

1. To develop a "pedagogical framework for studying cultures," and
2. To develop exemplar materials in support of that framework.

With the assistance of a network of 100 secondary school teachers, their administrators, 12 professional evaluators, and numerous others interested in the work, a series of materials were designed and then evaluated in situations involving actual use with several thousand students in grades 9 through 12.

An advisory committee and 20 evaluators, professionals in the fields of social studies and social science education,

assisted the staff in refining the pedagogical framework. Available now as a written document, it can be circulated and used where there is interest in a comprehensive systematic approach to intercultural education.

This Final Report, seven previous quarterly reports, the Pedagogical Framework document, issues of a Project Newsletter, and exemplar fieldtest materials are in the public domain for use of educators and researchers engaged in intercultural education. Separate from the Project, the American Universities Field Staff publishes a Fieldstaff Perspectives series of teaching-learning packets and distributes culture studies films for use in secondary schools.

I. Major Activities and Accomplishments

PRODUCTION

A Pedagogical Framework for Global Cultural Studies was developed, evaluated, and refined. A revised copy is attached as Appendix A. It describes the conceptual frame; the pedagogical objectives; implementation strategies; a model for the selection and creation of materials as well as for their presentation in a classroom; specific criteria--physical and intellectual--for achieving the desired objectives; and a select bibliography for use by those engaged in intercultural education.

Initially under contract to produce and fieldtest 100 items, the Project went further both quantitatively and qualitatively. It is the qualitative aspect which is the more important for these reasons:

1. If a single format (written reports) and skill requirement (reading) had been required, as many students would have rejected the effort as would have responded adeptly and with interest.

2. Research findings have not indicated that reading, or any single approach to intercultural studies, has been uniquely and exclusively effective. Therefore, the Project materials acknowledged the wide range of abilities and interests which are present in secondary school classrooms; a variety of formats were introduced and evaluated. Examples of these materials are provided in Appendix B. The products included:

   a. Readings (ranging in difficulty from grade 3 reading level to college, though fieldtests were limited to grades 9-12).

   b. Photographs (ranging from text-related black and white illustrations to separate

photographic documents, some in color, for analysis by students).

c. Maps (ranging from text-related geographic perspectives to four color wall maps and gameboards).

d. Activities (ranging from crosscultural moral dilemmas and value clarification exercises to overhead transparency masters which disaggregate the data printed on topographic maps).

e. Simulations (ranging from simple board games paralleling the reading material to complex crosscultural social interactions designed to recreate another culture's atmosphere in local classrooms).

f. Recordings (ranging from sounds of particular cultures to their music forms, fieldtested only in workshop situations because of the costs involved in wider distribution).

g. Pre- and Post-Assessments (ranging from sets of questions and attitude scales for "before" and "after" measurement of cognitive and affective change, to invitations to participate

in evaluating both materials and individual and group performances in the intercultural social studies domain).

Additionally, an Intercultural Social Studies Project Newsletter was produced and distributed within the network of 135 fieldtest teachers, administrators, and evaluators. These Newsletters are provided in Appendix C. At the termination of the Project, interest in its work had grown to a point involving AUFS in the trans-project monthly mailing of almost 300 Newsletters within the United States and abroad.

WORKSHOPS

Acquainting the field with efforts to improve intercultural education is a continuing need. Project staff both responded to speaking invitations and designed a format for intercultural studies workshops which were usually conducted in association with meetings scheduled by professional societies, local school district in-service programs, and university-sponsored conferences.

In broad terms, what was learned is that significant improvement in intercultural studies is strongly dependent upon teacher awareness and retraining efforts. The positive response from teachers in the field has been reassuring. Yet the enormity of lack of experience in other cultures, lack of understanding of intercultural relationships, and

lack of coordinated educational goals in the field is a constant reminder that only a beginning has been made. The Project has initiated an approach, begun a journey which promises to be long and complex--yet exciting and absolutely worthwhile.

ACTIVATION

Projects such as this one act as levers and fulcrums. They use a little energy to create larger effects. Sometimes they apply force, acting as levers. Other times they facilitate momentum already begun, acting as fulcrums.

Like pebbles in ponds, perhaps projects should be evaluated in terms of their ripple effects. How extensive are these? How long do they persist?

The Intercultural Social Studies Project for Secondary Schools has resulted in activation at the following levels:

1. The American Universities Field Staff has developed a service system for secondary schools. Within the organization, interest in school-level educational matters has increased.

2. Member universities in the AUFS consortium of eleven institutions have focused more directly than ever before on cooperative, shared efforts with AUFS in intercultural education.

3. Cooperating school districts have utilized project staff in retraining their teacher and supervisory cadres and have devoted significantly more time, budget, and personnel to intercultural education.

4. Cooperating organizations have picked up on the theme of intercultural education. During the life of the project and continuing afterward, the increase in newsletters and seminars on intercultural education has been dramatic. And while the project cannot take direct credit for these developments, it has nonetheless encouraged and assisted in numerous of these, including efforts by the Social Science Education Consortium, the Educational Resources Information Centers, the Indiana University Center for Social Studies Curriculum Development, the National Council for the Social Studies, the Institute for World Order, the New York State Council for the Social Studies, and the Northeast and Southeast Regional Conferences on Social Studies.

5. Cooperating individuals have frequently shared ideas and research findings with project staff, and more than a few have been encouraged to

provide local leadership, conduct particular research, and experiment with teaching-learning strategies in local classrooms.

The long-term results of these activations are yet to be seen. Whether the "pebble-in-the-pond" has produced activity beneath the pond's surface and beyond, whether those involved with this short-term effort will carry the work forward is not in doubt, but how far they can go remains unknown. We are optimistic.

II. Problems

There never was enough time, money, expertise, imagination, energy, and personnel to do everything needed in the vast and complex field of intercultural education. The problems are global, national, and local, and inextricably intertwined with economic, social, and political realities. Yet, with a small staff and budget and clearly defined objectives, an effort was launched.

From the beginning, the response from the field was positive and extensive. The staff worked well together. Still, the unreliabilities of funding and the declining buying power of each dollar took their toll.

Getting funded the first year for project expenses, and delayed refunding for the second year, depleted staff energy and the ability to keep focused on the two project

objectives. Perhaps comparison with a jewel in a loose and constantly moving mounting is appropriate. The events of the 1972-1974 era are partially explanatory. The project lived in a period of turmoil. That it generated positive responses from students and teachers yet did not continue as a USOE-IIS sponsored effort is a mark of the times, an indicator of problematical realities associated with much larger national affairs.

At the simplest level, project efforts requiring paper and other materials, purchased services, postal communication, and travel all cost progressively more each month. Wages did not. The availability of funds declined, both for the project between its first and second years and for the Institute for International Studies itself, and momentum was restricted. As one result, the amount produced for fieldtesting was less in the second year than in the first.

But these reductions in number and length of items for fieldtesting were not only the result of inflation and reduced funding. They were also results of learning better what could and would be done in fieldtest classrooms. Project staff learned that five items generated more prompt and thorough evaluations than thirty-five.

Despite the fact that economic restrictions never stopped forward progress, it is worth noting that

instability of funding in the area of international/intercultural education will not serve the nation or its people in a world where knowledge and understanding of other cultures are increasingly valuable and may be essential to survival.

III. Significant Findings and Events

A. Intercultural studies are rarely called by that name. In general, cultural and cross-cultural substance is incorporated in secondary school courses such as world cultures, world geography, world history, international relations, African and Asian Studies, and sometimes anthropology. Consequently, the project followed a strategy of inculcating intercultural studies into whatever curricula were already in use rather than introducing a whole new label and course designation unlikely to be adopted in the short term.

B. The long-term prospects of school programs based on intercultural studies seem good.

C. Interest in other cultures, including the subcultures involved in one's own culture, is evident wherever one goes among those in schools across this land. How best to get at the desired and needed understandings is in question.

D. The four-level model for culture studies developed by project staff has received rejection from no sector and acceptance in no few places. The notion is new, yet seems to be sound. It provides a coherence, balance, and framework which quite a few educators have found useful.

E. While the evidence is far from conclusive at this stage, the strategy of getting to the intercultural level through a sequence beginning with the infra-cultural, the intra-cultural, and inter-cultural followed by intro-cultural dimensions has served well. Hence it may be a sequence of exposure and conceptualization worthy of further experimentation and of exploratory implementation on a larger scale.

F. When user responses are of interest, teachers and students of grades 9-12 can be expected to favor culture studies materials in an order approximating the following sequence:

1. color photographs
2. black and white photographs
3. value based activities
4. recordings
5. simulations
6. readings

That is, these preferences were revealed during several hundred experiences that included project staff and participants. By no means does such an ordering indicate little or no interest in readings. To the contrary, reading as a strong element in intercultural studies was not rejected by any participants. But where educators seek to develop interest in other cultures, attending to the sequence of presentation can be as crucial as the materials being presented.

G. Readings based on cultures depend upon vocabulary, sequencing of ideas, concept development, narrative style, clarity of the correlations between maps and photographs used as illustrations, syntax, the level of conceptual complexity, the computed reading ability level, accuracy, timeliness, and the readers' first impressions. There are more variables involved but these touch on the basic realities involved. At the same time a culture studies writer must "know" the culture being described, the culture with which the reading is to be used, and the tools and craft of writing in order to keep a story going without injustice to the truth. Global travel, crosscultural living experiences, and access to experts in other cultures who can validate writings as "true or false," "worthy or faulty,"

"clear or misleading," have served the staff well and seem basic to any other future efforts in the intercultural studies area. No number of visits to a library can equal actual experience and air-mail correspondence in validating writing about cultures.

H. Involving secondary school students and teachers in evaluating their curriculum materials and pedagogical strategies is well worth doing, hardly ever likely to fail.

I. Involving scholars such as area specialists, learning specialists, and reading specialists, as well as representatives from the cultures being studied, in evaluating curriculum materials and pedagogical strategies is of great benefit.

J. Simulations were well received, effective pedagogical tools in intercultural studies. Still, users are discriminating. Simulations involving social interactions and vigorous role-playing received more positive response than simulations involving chance and little physical-social interaction. Decisionmaking is better received than passive rule-following. Openness is better

received than zero-sum situations. Abstractness is usually rejected in favor of concreteness in the project's experimental fieldtests.

K. The field of intercultural studies is contingent upon both anthropology and psychology, at the highest level of inquiry, and upon social studies and social science education at the level of practical application. Working at and drawing from different disciplines at several levels adds a quality which the staff has called dialectical and which is the contrary of didactic. Whether such innovations can survive is yet to be determined. There is great pressure to conform to the more traditional pattern of studying nations rather than cultures, and looking at only one situation at a time. Tolerance for global perspectives is not well developed. It is not uncommon to have to deal with responses such as these: "I can't teach about cultures, I am supposed to teach European history;" or "We cannot include Afghanistan in our program because we teach only Middle East and Asia;' or "I don't know about any other culture, so how could I teach;" or "We do Africa, Japan, and China. There's no time for anything

else;" or "Why not wait until they get to college? Then, if they're interested, they can take anthropology." These statements indicate some of the countervailing perceptions working against intercultural studies. They do not, however, represent the only views. From the most prominent anthropologists, psychologists, geographers, and economists to the least well prepared and most overworked secondary school teachers--there are growing positive views suggesting that intercultural studies are not likely to die. They may yet become a prominent specialty in secondary schools and universities.

L. Relatively small networks of cooperating professionals can be excellent and efficient entities for development, evaluation, transmission, and implementation. In this project's case, the initial 100 grew more numerous and more effective over time. The combination of frequent interaction and sense of participation in something larger than ordinary drew out the best in participants. A significant number of them soon advanced into positions of leadership in their local institutions. Quite a few helpful collaborations were developed among participants. How long these developments will sustain themselves

without the outside reinforcement provided by the project is a research question of considerable interest. Possibly other researchers will follow up with studies to ascertain optimal relationships between staff and participant group size, the task to be done, levels of previous experience, and the nature of individual goals and professional objectives. Without pay other than materials and without status reward other than attention, teachers and students have nonetheless responded positively, helpfully, and reliably from professional interest and the goodness of their hearts.

M. After two years' effort in the field of intercultural studies, it is clear that ethnocentism (and its concomitants egocentrism and geocentrism) remains entrenched. That many appear to be trying to break away from these ancient forces, however, is heartening evidence. Ethnocentrism and its relatives were openly discussed in various cultural contexts. Nonetheless, an enormous number of problems remain.

N. Intercultural phenomena are incredibly complex. Disaggregation of phenomena and cognitive

mapping of their interrelationships permit comprehension where otherwise confusion would prevail. The burden is on the presenter, in this case the project and staff, to assist learners in separating out the variables in complex cultural situations. It never was sufficient merely to write about other cultures and expect young Americans to develop empathy and understanding from simply reading a text narrative. The project has demonstrated that more powerful effects can result when aspects of culture are dealt with, sometimes separately, sometimes holistically. Shifting from cultural parts to a whole and back again seems a fruitful strategy when working with the young.

IV. Dissemination Activities

Through correspondence, fieldtest materials, a newsletter, workshops, and addresses at various meetings, the project and staff have disseminated information about, and their hopes for, what has been produced.

The project's greatest effect will be on the perceptions and career patterns of those who participated in its fieldtest work. Already, their follow-up dissemination efforts have exceeded those of the project's first year.

To facilitate dissemination, formats were designed to make easy their duplication and reuse. Not only was every item produced a reusable one, each can be adapted for unique uses or converted into spirit duplicate masters and overhead projector transparencies with only the standard equipment available to classroom teachers.

A number of articles and papers developed out of the project. With the exception of the essay on a pedagogical framework (see Appendix A), they are not included in this Final Report. They remain in the project's open files, however, and researchers of curriculum developments will find references to the project interspersed through the educational literature of 1972-1974. Should funds be available, the project files can eventually be placed in the curriculum development archives of the Social Science Education Consortium in Boulder, Colorado, where future researchers may investigate the effectiveness of this project's dissemination efforts.

Because of the short-term nature of its funding (1972-1974), the project's major dissemination efforts have been aborted. The momentum built up had to formally cease on August 31, 1974. Beyond that, the efforts will be informal ones.

It seems worth pointing out that the funding conditions have limited dissemination even during the project's

active period. It was a research and development grant, not a funding of dissemination activities. Federal laws preclude many activities which private or commercial funding would not. For example, there were no funds for mass distribution of project products. Indeed, only "duplication" of materials could be permitted under the contract terms. Further, many measures of pre- and post-treatment performance could not be administered because federal regulations on the use of instruments are stringent. And funding was insufficient for large-scale data gathering and analysis. A consequence is that less dissemination took place--it was a small and brief project--than could have. Another consequence is that data which might have been gathered and now could be disseminated cannot be because of legal and financial restrictions.

Still, a great deal has been learned and dissemination has taken place at numerous levels. Feedback from all sources indicates that the project has produced materials and disseminated them creatively and effectively. In this imperfect world, project staff believe it would have been difficult to do better under the given conditions. Project ideas and products will pass to other institutions and individuals at the project's termination.

The staff expects that the project-induced skills in writing, designing materials, and teaching will survive.

Labeling of readings to indicate their reading level and level of complexity is an innovation expected to be further disseminated and widely accepted. Likewise, the extensive use of simulations designed to parallel readings and other activities is a disseminated strategy that will doubtless gain still wider acceptance and application. And the strategy of applying analysis not only to readings but also to simulations, moral dilemmas, maps, the sounds of different cultures, and photographs is in the same category. In 1984, it is not unlikely that these approaches will be widely used in classrooms and teacher-training programs. The use of color prints in secondary school classrooms is already spreading rapidly and will certainly continue.

In Appendix C are reproductions of the Intercultural Social Studies Project Newsletter. And in Appendix B are representative samples of materials fieldtested by the project. These two sets of examples demonstrate what was concretized for dissemination within the project network. That the system "leaked" and dissemination extended beyond the initial network is a source of satisfaction for those who designed the products and the "open" system into which they were introduced.

V. Capital Equipment Acquisitions

The project grant provided no funds for acquiring capital equipment. Under federal regulations, grantees are provided a sum for overhead, the formula being based on a negotiated percentage of project salaries. AUFS, the grant recipient and project sponsor, provided all equipment and facilities.

VI. Data Collection

Fieldtest participants, both teachers and students, and evaluators submitted reports of their experiences. These ranged from lengthy written reports to checklist responses. In sum, they guided the project.

Particular data, in the project files, can be misleading if taken out of context. The ideal set of products was determined to be one containing elements demonstrated as useful in a wide range of classroom situations. The set might contain items perceived as interesting and helpful by girls or boys, by urban classes or rural, by southern or northern, by homogeneous or heterogeneous groups. Where analysts could be misled would be in picking a single item and responding only to the positive or negative responses it stimulated, without reviewing the full context and range of responses. Incomplete perusals of the data could be deceptive.

On the other hand, the staff are not dogmatic about their interpretation of the data. They have preserved it,

in rough but systematic form. The files remain open. It would be extremely interesting to have the entire data archives reanalyzed someday to put the project, personnel, and the era in new perspective. For the time being, the findings described in Section III seem warranted by the data collected between 1972 and 1974.

Participants volunteered and were nominated by peers to work with the project. It was as nearly a representative sample of U.S. classroom situations as could be achieved at the time. There were urban, suburban, and rural, young and old, male and female, and all sorts of balances among the 100 participants. Some taught in old, others in new schools. Some taught all day with the materials, others fitted them in here and there. Appendix D contains two lists of participants. First, there is a list of those who started with the project in 1972. Secondly, there are those who served when the project ended in the summer of 1974.

At this writing, letters are still being received. Teachers continue to nominate peers and volunteer to work in the fieldtests. Of course, each inquiry is answered but the project has terminated. The patterns of dropping out have been interesting. The individual reasons for leaving the fieldtest participant role have been:

A. promotion to a new position (and all of these have retained interest in and contact with the project),

B. transfer to another school (and all of these have asked to be continued in the project),

C. change of assignment (and these have reported overloading along with their request to be dropped),

D. change of curriculum (and these have explained how the subject sequence was being modified),

E. determination that the project was not appropriate for their teaching assignments (and these have all been grade 7-8 teachers who could use the grade 3-8 materials but often not the grade 9-12+ items).

VII. Staff Utilization

During the project, William R. Thames of the University of Alabama served as assistant investigator providing leadership in the data assessment area. He worked with the principal investigator, Dr. James M. Oswald, and Dr. Carrel Anderson, Associate Dean for International Studies at the University of Alabama College of Education. The basic conceptualization, writing and editing work was done by Dr. Oswald and Manon L. Spitzer in the Hanover office of AUFS. Together they prepared, tested, and revised

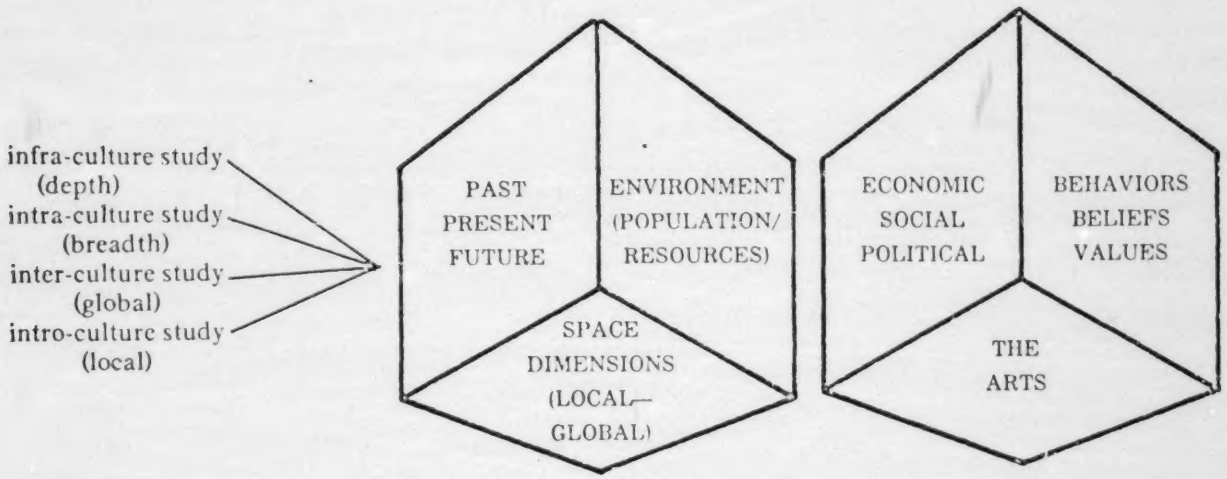
more than a hundred Fieldstaff Perspective fieldtest materials. They handled the speaking engagements and directed the workshops. Shifting from writing, to editing, to layout, photography, and recording, and then sending the materials to network participants, they learned much and refined their skills to a considerable degree. Garlan E. Hoskin, as the Project Director, attended to personnel and budgetary matters, encouraging and thereby utilizing the staffs' skills.

VIII. Future Plans

The staff is trying to stay together, attempting to secure funds to continue the effort which began under the U.S.O.E. Institute for International Studies grant. If successful in continuing the momentum, the AUFS school programs staff plans development of Fieldstaff Perspectives on "The Roles of Women in Traditional and Modern Societies," "China," "The Boran of Northern Kenya," and "Aymará Mountain People of Bolivia." These Fieldstaff Perspectives are planned to dovetail with the work of another AUFS project, namely, a documentary film project that has just produced a series of 25 thematically organized films from five rural sites around the world.

At present, the hope is to continue building materials based on the AUFS Culture Study Model. During the

project, materials were developed for each of the four levels of culture study shown below.



What is needed are additional sets of materials at each of the four levels.

AUFS has developed, separately from the U.S.O.E. project, and internally capitalized a series of five teaching-learning packets for secondary schools. These are being made available at modest cost along with other AUFS publications and films.

Two overseas study centers are sponsored by AUFS. Singapore and Rome are bases for undergraduate education programs operated for students from AUFS member universities and elsewhere. To involve these bases and their

resources in programs serving secondary school educators is a possibility which has been discussed and which funding might someday permit.

The U.S.O.E. and AUFS could commence a new phase of collaboration. Basic research on intercultural phenomena, material development, national assessment of the current status of intercultural studies in the schools, evaluation, overseas study programs, and film production all remain possibilities for joint efforts by AUFS and the U.S.O.E.

In the current milieu, however, the prospects are not good for securing funding to support future intercultural studies work. Long-term funding is essentially unavailable and short-term funding patterns have become progressively erratic since 1969. The possible collapse of efforts toward international-intercultural education should be of serious concern to all nationalities.

APPENDIX A

A PEDAGOGICAL FRAMEWORK FOR GLOBAL CULTURAL STUDIES

SO 007 983

A PEDAGOGICAL FRAMEWORK FOR GLOBAL CULTURAL STUDIES

> "In the field of education...the twenty-first century and its problems are already here."[1]

This recent comment by Edwin O. Reischauer gives fresh currency to an idea that has long been a chief concern of prominent educational leaders.[2] Despite that recognition, the means to educate for the twenty-first century seem strangely elusive. Similarly, the notion of an emerging world society of increasing interdependence is examined with regularity in the various professional media, but contemporary curricula more often present the world as a series of fragmented units, perceived through an ethnocentric lens. Resolution of the dilemma is difficult. In seeking to present all the diversity of humankind dispassionately, students may be inundated by a bewildering array of cultural minutiae. Alternatively, strategies for teaching the generalities of human culture too often lead to lifeless abstractions, distant from ordinary living and of questionable relevance. Effective methods and materials to implement curricula may be financially inaccessible to many teachers and schools, or their importation into some school communities may be politically difficult.

It is easy to criticize existing curricula, to cite the omissions, to abhor the pejorative language and paternalistic or racist attitudes, to condemn a narrowly nationalistic orientation -- or to blame teachers for being ill-trained or uncooperative. Such a nihilistic approach, however, is neither warranted by the quality of materials currently available nor necessary in order to introduce changes in methodology or to develop innovative materials.

Building selectively on the experience of others seeking to prepare students for the interdependent world of the next century, the Intercultural Social Studies Project has designed a pedagogical framework for and materials to support the implementation of a curriculum for global cultural studies. The project, carried out by the American Universities Field Staff with the aid of a grant from the Institute of International Studies of the U.S. Office of Education, has created and fieldtested materials through a network involving one hundred teachers and their students in grades nine through twelve.

Pedagogical Objectives

In a 1968 article in Social Education,[3] Lee F. Anderson proposed that a curriculum for international understanding needed four dimensions. Such a curriculum:

1. should develop students' worldmindedness;
2. should develop the capacity of students to consume discriminately and process critically information about their world environment;
3. should develop the capacity of students intellectually and emotionally to cope with continuous change and marked diversity in their world environment.
4. should develop the capacity of students to accept and constructively cope with "the realities of the human condition."

In the history of global cultural studies in the United States schools, these objectives and dimensions are benchmarks. They and other perspectives reflected in the historic November 1968 issue of Social Education, the official journal of the National Council for the Social Studies, remain valid but have not been systematically utilized. Also in 1968, Howard Mehlinger and James Becker co-edited a National Council for the Social Studies yearbook, International Dimensions in the Social Studies. New objectives for "social studies" were made explicit; new directions were suggested. Yet in many schools, the area of global cultural studies has remained unexplored.

In November 1974 James Becker again used Social Education as a forum for restating the case for global

perspectives in social studies.[4] In acknowledging the inevitable influence of the mass media on students, he also noted that young people should be prepared to appraise information, sharpening their ability to "...recognize the cultural context that helps explain human behavior." In so noting, he has directed attention toward three major AUFS educational objectives:

1. To develop learning skills that affect the acquisition of open-minded attitudes toward diversity and change;
2. To contribute to a student's informational pool;
3. To make the knowledge acquired and the skills developed valid and applicable in another context.

It has been amply demonstrated that the simple accumulation of facts does not produce attitudinal changes.[5] The same raw data arranged to demonstrate one position can just as frequently be marshalled to support the opposite view. More dangerous, receptivity to information is minimized by prejudice and preconception. That people see what they want to see, hear what they want to hear is a truism warranting our special concern.

Far more productive is the cultivation of an inquisitive spirit that seeks out information, appraises it from

several perspectives, and forms conclusions that can be logically defended. The last point is an important one, for an individual's confidence is inspired and confirmed by the development and exercise of skills that can be used to evaluate alternative interpretations of reality. And students who enjoy such intellectual confidence have no need to erect the xenophobic walls that retard better understanding of the human condition. A well-selected pedagogical strategy can amplify the desired effect.

Implementation

To achieve these pedagogical objectives, the project developed inquiry-based instructional materials organized into multimedia units for global cultural studies.

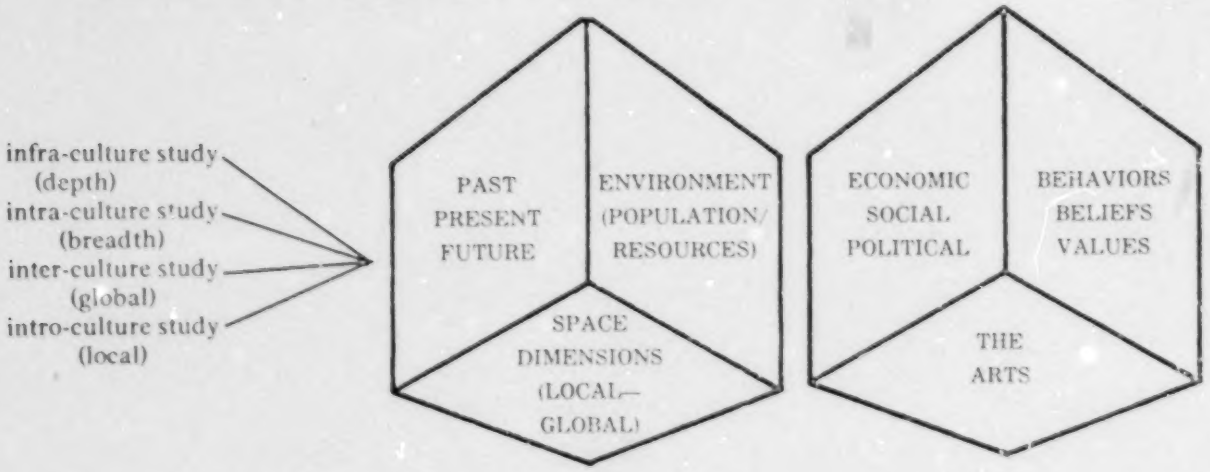
Their approach is twofold: first, to help the student toward an understanding that all people are bound together by their shared humanity, and second, to explore the origins and significance of cultural diversity. Two basic assumptions influence the selection of materials and both the format and method of their presentation.

The first assumption is that all societies are constantly changing, and that change is and will continue to be in the direction of modernization. The second is that all societies will become increasingly interdependent, that no tree felled in the Amazon, no pipeline laid across the

Alaskan tundra, no drought or flood occurs in Asia or Africa without eventual effect elsewhere. Such assumptions demand that the analyses of societies be open-ended in time, dynamic views of the present as reflection of the past and potential for the future.

Culture is defined as the total expression of human activity -- the products of personal creation such as art, music, and literature, as well as social, political, and economic institutions. The topics, and the means by which they are communicated -- interdisciplinary texts, simulation activities, the media of sound and film -- have been selected for their appropriateness to the mode of inquiry. Encouraged to ask basic questions, students are provided examples and guided through activities that help them organize and analyze data. "Passive learning," the temporary retention of discrete bits of information, is discouraged by the constant emphasis on and variety of alternatives for participatory, active learning.

A Model for Global Cultural Studies



For brevity and simplicity, the model for development and use of instructional materials for global cultural studies can be represented as a six-sided cube (see illustration). The prefixes infra, intra, inter, and intro, derived from the Greek radicals, function as an organizational device but are not rigidly conceived. Students are encouraged always to offer analogies from their own culture (intro-culture study), for example, and because the complexity of intra-cultural inquiry seemed to defy adequate coverage in a single unit, the project developed two such units.

Individually, the multimedia units are inexpensive, they do not require special training for teachers, and they are suitable for widespread utilization among high school students with diverse levels of preparedness. The project developed five such units, which can be used independently or in series. In series, the five units provide material for study during a full academic year. Because the model is replicable, with different geographic and/or thematic foci, and receptive to inquiry-based instructional material, it is a prototype for developing other new curricula.

Special Features

It would be of questionable value to dissect each multimedia unit piece-by-piece, seeking educational

justification for each item. Yet some elements common to the units are so vital as to merit special attention. Chief among these is the provision of a variety of stimuli and textual materials at a number of different reading levels.

The units promote individual inquiry within the context of a group, an ordinary classroom. The vast majority of teachers report a variety of interests and abilities present at each grade level. In order to accommodate such diversity, the project has created a range of materials that seem to engage reluctant as well as eager students. By allowing each item -- whether color print, simulation/game, descriptive essay, or atlas -- to circulate among students for the duration of the study (usually four to six weeks), students can return to material they once deemed irrelevant if their interest is stimulated by some subsequent activity.

Readings bear major responsibility for communication of information. A core of information -- that which is considered necessary to enable a student to proceed effectively through all the materials -- is presented in booklets from each level of complexity and repeated in other media. Other materials -- maps, activity sheets, color prints, simulation games, films, sound recordings --

reinforce ideas, enrich and amplify information through media overlap. At a minimum, students who are less responsive to one medium may be stimulated by another; at the maximum, highly motivated students have opportunities to expand their areas of inquiry.

Thus the multimedia units share several features with the Keller Plan,[6] which was developed for teaching science, primarily at the college level. Keller distinguished his approach from that of conventional teaching methods by five features. A Keller course is individually paced, mastery-oriented, and student-tutored. It uses printed study guides for communication of information, and includes a few lectures for stimulation and motivation. Like Keller's system of personalized instruction, inquiry-based instructional units allow an unusual degree of self-pacing and self-selection of materials to study. There is a high level of collaboration and interaction between teacher and students and among students. Moreover, when material is presented in short segments, guidance can be provided at many stages and the variety of media is a strong motivating element, as is the momentum of peer group collaboration.

A related, intriguing, but not yet demonstrable positive educational effect attaches to the use of inexpensive, tactile materials that can be handled more or

or less at will by the students. Students respond more enthusiastically to multiple copies of color photographs, for example, than to color slides.

A second element that merits attention is the creative use of cognitive dissonance. The recurring use of unknowns, incompleteness, and surprise are intended to stimulate dissonance in cultural contexts and encourage reformulations that are, in effect, new syntheses in the learner's mind. While the intended direction of instruction is toward the generalized acknowledgement that "people are more alike than different," nonetheless an interplay among alternatives -- comparing, contrasting, and not knowing -- is favored over unquestioning acceptance of a particular generalization. It is a dialectical rather than didactic approach. It implies that students can and will realize they can learn to reach good conclusions after examining alternatives rather than conclusions dictated by teachers or textbooks which do not examine alternatives.

Photographs that surprise, questionnaires that reveal discrepancies, moral dilemmas that have no easy resolution, sounds that intrigue, questions that probe and extend, simulations requiring role change, and narrative that does not fulfill stereotypic expectations -- all have demonstrated value as a useful strategy in teaching cultural studies.

Third, the open-ended nature of learning activities, including simulations, allows students to move systematically through progressively more complex material. A constant emphasis is maintained on skill development -- through exercises involving identification, conceptualization, organization, development of hypotheses, and generalization -- and on the human factor -- through case studies. Moreover, any one student or group of students may develop an activity at a more or less sophisticated level than another student or students. Thus younger students might spend only three days in a simulation of international economic relationships, while older students amplify the activity over an entire week, enriching the basic game structure by their own effort.

Role-playing provides opportunities to perceive from the perspectives of others in other cultures. The pedagogical objective is dynamic interaction. For many learners role-playing will provide impressive and memorable experiences with long-term and social-cultural effects. Through role-playing, empathy and identification with others may be more likely to occur than through less active experiences such as listening, observing, describing and analyzing. In role-playing, the fast readers and nonreaders often have equal chances at high level performance and in learning to present orally the interactions between people and cultures.

It is well to avoid the traditional single perspective, textbook approach. The common textbook -- hardbound and sometimes hidebound -- lends its generalizations an authority inappropriate to cultural studies. Learners can and should interact with several media. Their responses should be their own syntheses and resyntheses rather than reiterations of the authors' views. Cultural studies media need not carry the burden of presenting completely closed perspectives. Rather, a variety of authors with different cultural experiences should present many perspectives in several formats. The object is to inform and stimulate. Learners, guided by their teachers, are responsible for selection, analysis, evaluations, and conclusions.

Finally, the source of instructional materials to implement pedagogical objectives is important. The two-year project that evolved the pedagogy described here had unique advantages. The publications of the American Universities Field Staff are a body of generalized works in which evaluation and summation draw on hypothesis and field research, wide knowledge, experience, and critical testing. Their quality reflects the growth and maturation of Field Staff Associates who have not only worked in and written about foreign areas but also, by long residence, have themselves "participated" in societies engaged in the multifaceted process of modernization. When these assets are present in

other inquiry-based materials, they can be used effectively with the model for global cultural studies to develop new curricula.

Evaluation

> For any theory and set of practices is dogmatic which is not based upon critical examination of its own underlying principles. John Dewey[7]

Continual evaluation is basic to the cultural studies framework. It is the proper responsibility not only of curriculum developers, but also of students and teachers. Evaluation at several points permits students and teachers both to gauge their performance against their acknowledged objectives and to inquire into causes of variance as well as uniformity.

From time to time, it is well to involve outside evaluators. Someone not connected with the cultural study may observe critical needs and major strengths. The opinions of external evaluators is particularly important in decision-making relating to the modification, expansion, or continuance of what is being done in the effort to achieve global cultural understanding.

The assumptions of the pedagogical framework are fairly straightforward. They assume the possibility of

generating significant, moral, reasoned, useful responses among students using descriptions and cultural simulations as stimuli representing distant cultural phenomena. Practice in these vicarious experiences is assumed to lead to competencies in actual cultural and intercultural situations.[8]

The framework assumes that most teachers presented with sets of cultural studies materials and a pedagogical framework will indeed present the stimuli and evaluate the results. It assumes that an end result is desirable and possible which favors human survival, a rational global perspective toward human culture and earth resources, personal identification with people in other cultures, and greater acceptance of self as unique yet typically human.

The framework does not establish any rigid time-related criteria. It provides latitude for learners who -- being human -- require different spans in achieving similar learning objectives. The objectives are more important than how long they take to achieve. It is assumed that, given the opportunity, rational people in their own ways and good time will adapt and implement that which reason suggests is worthwhile.

NOTES

1. Edwin O. Reischauer, Toward the 21st Century: Education for a Changing World (New York: Alfred A. Knopf, 19730, p. 13.

2. See, Social Education, November/December 1974. John H. Spurgin and Gary R. Smith, Global Dimensions in the New Social Studies (Boulder, Colorado, ERIC 1973). Paul Bohannon, et al., A Preliminary Review of the Intercultural Dimensions of International/Intercultural Education, Grades K-14, The Social Science Education Consortium (Irving Morrissett) 1974, and William Van Til, "One Way of Looking at it: Going the Second Mile, the Phi Delta Kappan, November 1974. p. 220ff.

3. Lee F. Anderson, "Objectives of International Education," Social Education, November 1968.

4. James Becker, "Perspectives on Global Education," Social Education, November/December 1974/Vol. 38/No. 7, p. 679, emphasis added.

5. The literature is extensive. One of the most complete research efforts was that of Carnegie Mellon (Barry Beyer) on changes in attitudes toward Africa. A more recent study, based on responses of students using contemporary curricula, is that of Charles B. Currin, American Secondary School Students and Foreign Culture Areas: An Analysis of the Interrelationships of Attitude, Image, and Conceptual Level Using Africa as a Case Study, unpublished doctoral dissertation, Syracuse: Syracuse University School of Education, 1973.

6. "The Keller Plan in Science Teaching," James A. Kulik, Chen-Lin Kulik, Kevin Carmichael in Science, Vol. 183, February 1, 1974.

7. John Dewey, Experience and Education, New York, 1938.

8. Perhaps the strongest evidence that optimism is warranted here are the findings of Alfred J. Kraemer and associates reported in Development of A Cultural Self-Awareness Approach to Instruction in Intercultural Communication, Alexandria, Virginia. Human Resources Research Organization, 1973.

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